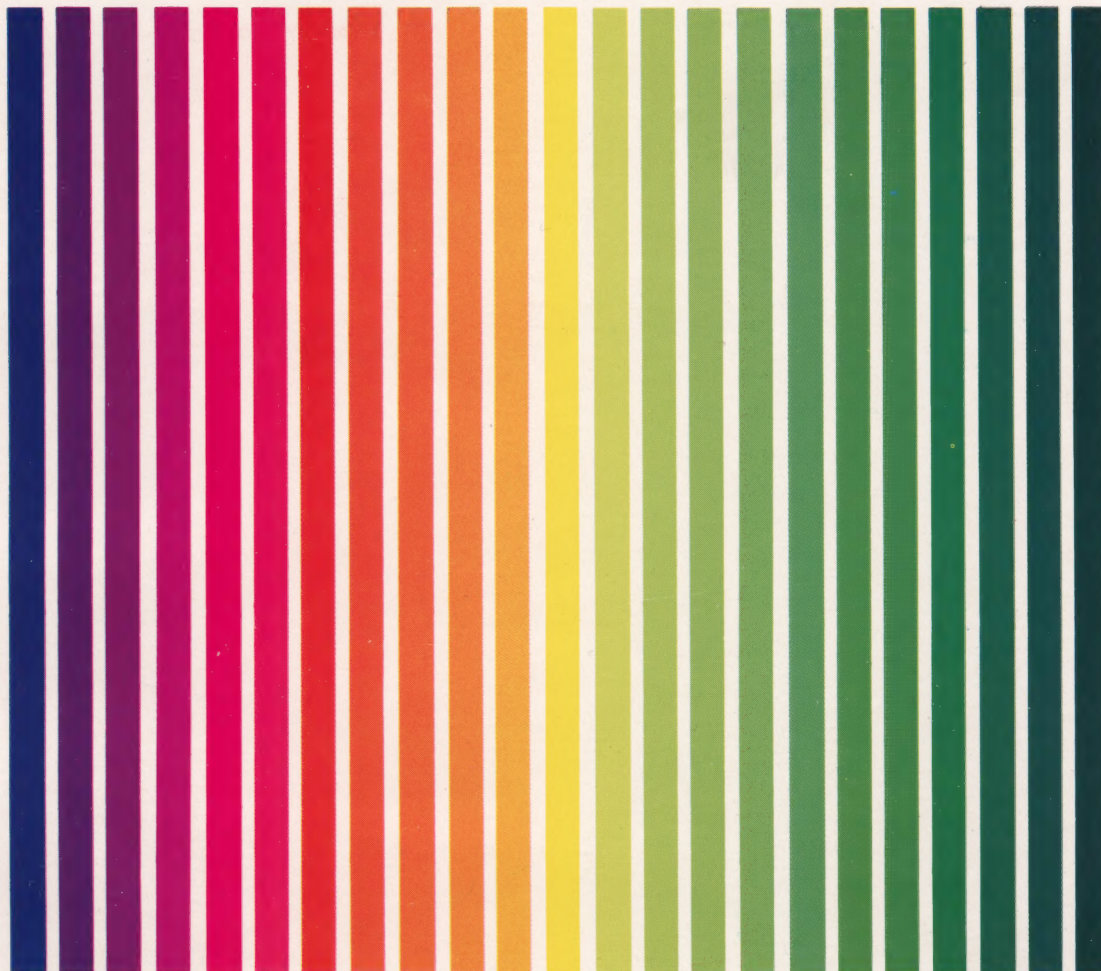


APX ATARI® PROGRAM EXCHANGE



Minnesota Educational Computing Consortium

PREFIXES

Drills and games for learning prefixes

Diskette: 16K (APX-20163)

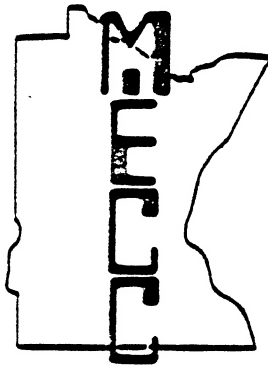
User-Written Software for ATARI Home Computers

Minnesota Educational Computing Consortium

PREFIXES

Drills and games for learning prefixes

Diskette: 16K (APX-20163)



MINNESOTA
EDUCATIONAL
COMPUTING
CONSORTIUM

PREFIXES

Distributed By

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P.O. Box 3705
Santa Clara, CA 95055

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PREFIXES

Version 1.0

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May 31, 1982

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INTRODUCTION

The Prefixes module consisting of one diskette and this support booklet has been designed for use with elementary grade levels. The diskette will operate on either an ATARI 400 or an ATARI 800 Computer. The support booklet provides information necessary for using the diskette effectively in a classroom setting.

Reading, the companion to **speaking, writing, and listening**, is a language arts skill which can be subdivided into categories such as phonetics, word structure, sentence structure, and grammar. Each of these categories can also be subdivided. This diskette examines one subdivision of word structure, the prefix.

The five prefixes taught on the MECC prefixes diskette are among the most commonly used. More importantly, they are the prefixes most in need of being taught based on the frequency of their introduction in teaching lessons of textbooks used in Minnesota schools. (See Appendix E, Charts 1 and 2).

The K-7 textbooks of seven major publishing companies were surveyed to determine how the teaching of prefixes was approached in their curriculum materials. From this information, charts were devised to show the grade level at which a particular prefix was introduced, the grade level at which the particular prefix was reviewed, and which prefixes were most commonly taught.

The results of the survey aided in the selection of prefixes and the order in which they are presented in the MECC prefixes diskette.

INTRODUCTION (Continued)

The decision was made to develop computerized instruction which would:

1. Teach concepts as well as drill and review
2. Provide students with immediate reinforcement
3. Utilize random questioning capabilities of the computer
4. Utilize graphic capabilities of the computer
5. Allow teachers to select modules which correlate with their specific curriculum
6. Utilize appropriate reading level
7. Employ minimal typing skill in the beginning lessons.

Handout pages in this booklet may be duplicated for use with students. These pages are numbered sequentially in the upper right corner, for example, Handout 1 - Name of Handout. These pages also have MECC in the lower right corner.

Code numbers following some objectives refer to sections in Some Essential Learner Outcomes (SELOs), produced by the Minnesota Department of Education. The objectives in this booklet are taken from the Reading Education SELOs.

In Lesson 3 DRAGON FIRE and Lesson 7 CHIP 6502, the volume on the television should be turned on for auditory positive reinforcement.

INDEX TO PROGRAMS ON DISKETTE. . .

The MECC prefix diskette has lessons on the prefixes UN, RE, DIS, PRE, and IN. Lessons 1, 2, 4, 5, and 6 are tutorial and lessons 3 and 7 are review. Lesson choices are displayed on the screen as follows:

Prefixes

1. UN
2. RE
3. DRAGON FIRE
4. DIS
5. PRE
6. IN
7. CHIP 6502
8. Program Descriptions
9. End

Which number? ■

Lesson 1 - UN

presents the meaning of UN as "not" or "the opposite of" and drills students on the meaning of UN.

Lesson 2 - RE

presents the meaning of RE as "back" or "again" and produces drills to reinforce the meaning of RE.

Lesson 3 - Dragon Fire

review the meanings of UN and RE through the use of a story where the student brings back the dragon.

Lesson 4 - DIS

presents the meaning of DIS as "not" or "the opposite of" and produces two drills to reinforce the concept.

Lesson 5 - PRE

presents the meaning of PRE as "to happen before some other event" and drills students.

Lesson 6 - IN

presents the meaning of IN as "not" or "within" and drills students on the meaning of IN.

Lesson 7 - Chip 6502

reviews the meanings of UN, RE, DIS, PRE and IN through the use of a story about the robot named Chip 6502.

GENERAL DESCRIPTION . . .

There are two types of lessons on the MECC prefix diskette: teaching lessons and review lessons.

Teaching Lessons

Each teaching lesson has four parts:

1. A presentation which explains the meaning of the prefix
2. A recognition activity which asks students to identify the prefix
3. A comprehension activity for students to apply comprehension skill
4. A summary score for students to copy onto their scoresheet.

The **presentation** gives the meaning of the prefix with the format varying from lesson to lesson. Graphics are used to present concepts pictorially as well as verbally. The presentation covers the following:

- a. Definition of a prefix
- b. Meaning of the prefix being studied
- c. Examples to clarify each meaning of the prefix
- d. Graphics to reinforce the meaning of the prefix.

Activity 1 gives students drills or activities which reinforce the concepts in the presentation and requires that they recognize prefixes by underlining, typing the prefix and root word, or typing the new word formed by the prefix.

Activity 2 asks students to apply what they have learned by using in a sentence the new word formed by the addition of the prefix.

A Summary scoresheet is provided for students to complete when they finish a lesson.

Review Lessons

Lessons 3 and 7 are review lessons. Drills in the review lessons use graphics, have a motivating theme, and supply a goal for students to reach. In review lessons as in teaching lessons, questions are selected randomly from a bank of questions, so that students who rerun the lesson receive a different set of questions each time.

USE IN AN INSTRUCTIONAL SETTING...

The prefix lessons are modular in design to allow the selection of parts that fit into individual teacher plans. A list of the words and sentences used in each lesson is included under Background Information for each prefix. From this list teachers can determine if a lesson relates to the concepts they wish to teach.

Preparation

If an ATARI Computer has never been used before in the classroom, first acquaint students with the computer. Students will adapt very quickly; a three to five minute session giving them an overview of the computer should be sufficient.

A poster or card placed near the computer stating the steps needed to operate the machine is a good reminder. It should have the following information:

1. Turn on the Atari disk drive and wait for light to turn off.
2. Put the diskette in the disk drive.
3. Turn on the television and the ATARI Computer.
4. Follow the directions the computer gives you, and remember to press Return to go on.
5. To correct a mistake press the DELETE key.
BACKS

Duplicate the handouts in this section, "Hi! My Name Is ATARI," and give each student a copy. Have one student operate the computer and demonstrate its operation to the rest of the class.

Using the Program

The prefix lessons are designed for students to do one drill or one Review Lesson on the computer and then go elsewhere to do the activity sheets. Lessons are not designed to have students proceed directly from one lesson to another. Although lessons are designed for an individual student, two can work together on one lesson; this is an effective strategy when students work on the computer for the first time. After a lesson is completed and the student's score is presented, the computer waits for the next student to begin work on the lessons.

Students should:

1. Run the assigned lesson on the computer.
2. Fill in the section for the assigned lesson on the **SCORESHEET** in this booklet.
3. Do the **HANDOUT** sheet for the assigned lesson.

USE IN AN INSTRUCTIONAL SETTING (Continued)

After students complete a lesson have them record their score(s) on the scoresheet and check to determine whether students should do the handout, go on to the next lesson, or repeat the same lesson.

| LESSON 1: UN | | |
|---------------|--------|-------|
| ACTI- VITY | NUMBER | RIGHT |
| ---- | ----- | ----- |
| 1 | 5 | 4 |
| 2 | 5 | 2 |
| | -- | -- |
| TOTALS | 10 | 6 |

Press RETURN to continue.

This is a sample run of the summary score provided by the computer.

Follow-up

The following activities can be used by the teacher to strengthen concepts covered in computer lessons and handouts.

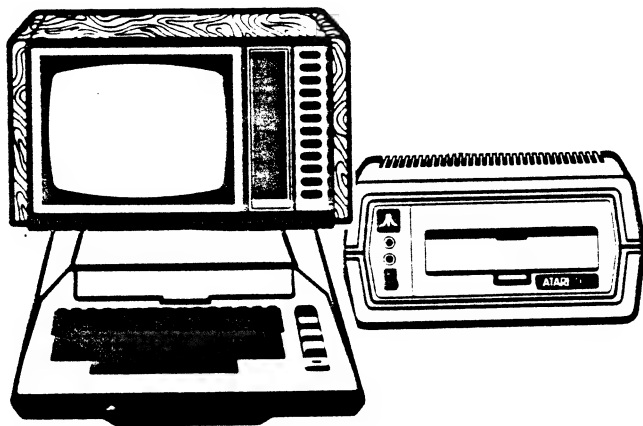
1. Playing the Teacher. Capable students will enjoy making up blackboard sentences or a worksheet of sentences for other students to complete with the appropriate prefix.
2. Card Game. Make up two sets of cards. Make one set for UN, RE, DIS, PRE and IN and another set of root word cards.
 - (A) Students pair off with one holding up a prefix card and the other students matching it with an appropriate root word card.
 - (B) With an entire deck of word and prefix cards students can play "Match Up" by drawing word and prefix cards and laying down pairs. The student with the most pairs is the winner.
3. Encourage students to watch for prefixes on signs as they travel to and from school.
4. Encourage students to listen for prefixes as they watch television and try to list the ones they hear. Discuss whether they hear as many prefixes during a commercial as they do on a program.

Prefix and Grade Level Correlation

Below are the prefixes taught on the prefix diskette and the grade levels at which they occur in the textbooks of seven publishers. (See Appendix E, Chart 2 for specific references).

| Prefix Taught | Grade Level of Textbook 2 3 4 5 6 | Publisher |
|------------------|---|------------------|
| <u>UN</u> | 2 3 5 | Allyn & Bacon |
| | 2 3 4 5 6 | Ginn |
| | 2 4 5 6 | Harper Row |
| | 2 3 4 5 6 | Holt |
| | 3 4 | Houghton-Mifflin |
| | 2 3 4 5 6 | Laudlaw |
| | 2 3 4 6 | Scott Foresman |
| <u>RE</u> | 5 | Allyn & Bacon |
| | 2 3 4 5 6 | Ginn |
| | 2 4 6 | Harper Row |
| | 2 3 5 6 | Holt |
| | 4 | Houghton-Mifflin |
| | 2 3 5 6 | Laudlaw |
| | 3 4 | Scott Foresman |
| <u>DIS</u> | 3 5 | Allyn & Bacon |
| | 3 4 5 | Ginn |
| | 3 4 5 | Harper Row |
| | 3 4 5 6 | Houghton-Mifflin |
| | 4 | Laudlaw |
| | 4 | Scott Foresman |
| <u>PRE</u> | 5 | Allyn & Bacon |
| | 4 5 | Ginn |
| | 3 4 5 | Harper Row |
| | 5 6 | Holt |
| | 4 5 | Houghton-Mifflin |
| | 5 | Laudlaw |
| | 3 4 6 | Scott Foresman |
| <u>IN</u> | 5 | Allyn & Bacon |
| | 4 5 | Ginn |
| | 3 5 6 | Harper Row |
| | 5 6 | Holt |
| | 5 6 | Houghton-Mifflin |
| | 5 6 | Laudlaw |
| | | Scott Foresman |

PREFIX LESSONS 1-7



This is an ATARI
Computer. It can
help you learn about
prefixes.

1. Turn on the ATARI disk drive and wait for the light to go off.
2. Insert the PREFIX diskette.
3. Turn on the Television.
4. Turn on the ATARI Computer—wait until the red light is out on the disk drive.
5. Pick a lesson number and press RETURN.
6. Answer each question and press RETURN.
7. When you finish, copy your score on the Scoresheet.
8. See your teacher for the Handout.

PREFIX SCORESHEET

Name: _____

| LESSON 1 - <u>UN</u> | | | LESSON 2 - <u>RE</u> | | |
|----------------------|--------|-------|----------------------|--------|-------|
| ACTIVITY | NUMBER | RIGHT | ACTIVITY | NUMBER | RIGHT |
| 1 | _____ | _____ | 1 | _____ | _____ |
| 2 | _____ | _____ | 2 | _____ | _____ |
| TOTALS | _____ | _____ | TOTALS | _____ | _____ |

| LESSON 3 - <u>DRAGON FIRE</u> | | |
|-------------------------------|--------|-------|
| ACTIVITY | NUMBER | RIGHT |
| 1 | _____ | _____ |

| LESSON 4 - <u>DIS</u> | | | LESSON 5 - <u>PRE</u> | | |
|-----------------------|--------|-------|-----------------------|--------|-------|
| ACTIVITY | NUMBER | RIGHT | ACTIVITY | NUMBER | RIGHT |
| 1 | _____ | _____ | 1 | _____ | _____ |
| 2 | _____ | _____ | 2 | _____ | _____ |
| TOTALS | _____ | _____ | TOTALS | _____ | _____ |

| LESSON 6 - <u>IN</u> | | | LESSON 7 - <u>CHIP 6502</u> | | |
|----------------------|--------|-------|-----------------------------|--------|-------|
| ACTIVITY | NUMBER | RIGHT | ACTIVITY | NUMBER | RIGHT |
| 1 | _____ | _____ | 1 | _____ | _____ |
| 2 | _____ | _____ | 2 | _____ | _____ |
| TOTALS | _____ | _____ | TOTALS | _____ | _____ |

LESSON 1 UN

WORKING WITH THE PREFIX UN

Specific Topic: Prefixes

Type: Tutorial

Reading Level: Tutorial: 3.0 (Spache Test)
Activities: 2.3
Worksheet: 2.7

DESCRIPTION...

LESSON 1 presents the meaning of the prefix UN as "not" or "the opposite of" and provides students with drill and practice on the meanings of words using the prefix UN.

OBJECTIVES...

1. to know the prefix UN means "not" or "the opposite of."
2. to distinguish the prefix UN from the root word.
3. to comprehend the meaning of the word with the prefix UN by demonstrating its use in sentences.
4. to be able to demonstrate knowledge of syllables, prefixes and suffixes (Reading SELOs Domain 1, Objective C).

LESSON 1 UN

BACKGROUND INFORMATION...

Below are lists of words and sentences used in the computer program drills. These may be used to determine whether the drill is applicable for a particular class.

Lesson 1 - Activity 1, Prefix UN

unfed
unlike
unwise
unable

unhappy
unfair
unsure
uncut

unsafe
unkind
untrue

Lesson 1 - Activity 2, Prefix UN

It is _____ that ice is cold.

true untrue

It is _____ to look before you cross the street.

wise unwise

A deer is _____ to run fast.

unable able

A car gets _____ in a carwash.

clean unclean

The girl smiled because she was _____.

happy unhappy

The lion is hungry because it is _____.

fed unfed

The _____ child hit the dog.

unkind kind

_____ your shoes before you take them off.

Untie Tie

Playing with fire is _____.

unsafe safe

The teacher is _____ to lift the school bus.

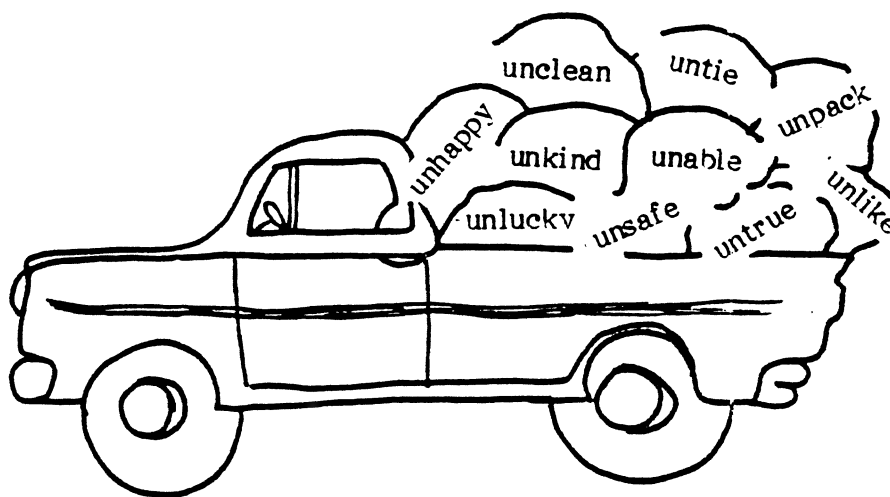
unable able

Grass is long when it is _____.

cut uncut

LESSON 1 UNUNload The Truck

To unload most of the truck, cross out the word on the rock and write it in the sentence where it fits best.



Joe is _____ to lift the truck.

It is _____ to drive in bad weather.

The child was _____ and cried.

This truck is _____ that truck.

It is _____ that elephants are small.

Don't be _____ to animals.

Gail will _____ the suitcase.

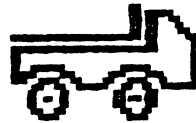
_____ your shoe before you take it off.

LESSON 1 UN

SAMPLE RUNS

un = not or opposite

**We can unload
the truck.**




unloaded


After defining the term "prefix" the program tells the student that UN means "not" or "the opposite of" and gives an example using a word along with a graphic representation.

EXAMPLES OF SCREEN OUTPUT

Underline the prefix

unable

**Press the  key.
Press space bar
if done.**

In Activity 1, students underline the prefix using the  Key.

Next, they press the Space Bar if done. If correct, the program reinforces learning by defining the word. If incorrect, students are given a second chance.

If the second try is incorrect, the program underlines the prefix and defines the word.

LESSON 1 UN

SAMPLE RUNS

**Enter A or B to
finish the sentence**

**The lion is hungry
because it is**

A fed B unfed

In Activity 2, students are presented with a sentence and two possible answers.

Students type A or B and press the Return Key. If correct, the program places the correct answer in the blank and provides positive reinforcement. If incorrect, the computer gives the correct answer.

EXAMPLES OF SCREEN OUTPUT

LESSON 1: UN

| ACTI- VITY | NUMBER | RIGHT |
|-----------------------|---------------|--------------|
| ---- | ----- | ----- |
| 1 | 5 | 4 |
| 2 | 5 | 2 |
| | -- | -- |
| TOTALS | 10 | 6 |

Press [RETURN] to continue.

At the end of the activity a summary score is provided. Students should copy the scores on their score sheet.

WORKING WITH THE PREFIX RE

| | |
|-----------------|-----------------------------|
| Specific Topic: | Prefixes |
| Type: | Tutorial |
| Reading Level: | Tutorial: 3.0 (Spache Test) |
| | Activities: 2.9 |
| | Worksheet: 2.7 |

DESCRIPTION...

LESSON 2 presents the meaning of the prefix RE as "back" or "again" and drills students on the meanings.

OBJECTIVES...

1. to know that the prefix RE means "back" or "again".
2. to distinguish the prefix RE from the root word.
3. to comprehend the meaning of the word with the prefix RE by demonstrating its use in sentences.
4. to demonstrate knowledge of prefixes (Reading SELOs Domain 1, Objective C).

LESSON 2 RE

BACKGROUND INFORMATION...

Below are lists of words and sentences used in each activity. These may be used to determine whether the drill is applicable for a particular class.

Lesson 2 - Activity 1, Prefix RE

| | | |
|---------|---------|---------|
| recross | return | refit |
| rebuild | reread | refill |
| redress | replace | reopen |
| redo | repay | repaint |
| replay | retell | remake |

Lesson 2 - Activity 2, Prefix RE

| | |
|------------------------------------|-----|
| Can you recross a street? | Yes |
| Can you replant a tree? | Yes |
| Can you refill a glass? | Yes |
| Can you repay your brother? | Yes |
| Can you retake a picture? | Yes |
| Can you remake a bed? | Yes |
| Can you repaint your house? | Yes |
| Can you reread a book? | Yes |
| Can you replant a chair? | No |
| Can you repaint the wind? | No |
| Can you reopen a telephone? | No |
| Can you replace a dish? | Yes |
| Can you rebuild the sky? | No |
| Can you reheat a desk? | No |

LESSON 2 REREpeat The Prefix

Find the 9 words with the prefix RE, and draw a circle around each word.

R E P L A Y Y A T G
E R X R C R N P E H
P E S E R E T E L L
L F U P S P Q M C L
A I D A G L N Y D S
C L R I W A T M P B
E L K D E N I T Y M
D N I R E T A K E L
T E M R E B U I L T
Z B Z R E O P E N S

Now REuse each word once in the sentences below.

1. Listen and Grandma will _____ the story.
2. Please _____ my glass with cold water.
3. Smile this time and I will _____ your picture.
4. We will _____ the flowers.
5. The door will not _____.
6. The loan on the car was _____.
7. Will you _____ my favorite song?
8. The broken vase could not be _____.
9. After the fire, the house was _____.

LESSON 2 RE
ANSWER KEY

REpeat The Prefix

R E P L A Y
E R . R . R
P E . E R E T E L L
L F . P . P
A I . A . L
C L . I . A
E L . D . N
D . . R E T A K E .
. . . R E B U I L T
. . . R E O P E N .

1. Listen and Grandma will retell the story.
2. Please refill my glass with cold water.
3. Smile this time and I will retake your picture.
4. We will replant the flowers.
5. The door will not reopen.
6. The loan on the car was repaid.
7. Will you replay my favorite song?
8. The broken vase could not be replaced.
9. After the fire, the house was rebuilt.

LESSON 2 RE

SAMPLE RUNS

re = back OR again

**Reloaded means
loaded again.**



reloaded

Press **RETURN** to continue.


After defining the term "prefix," the program tells students that RE means "back" or "again" and gives an example of RE meaning "back" and meaning "again." Graphics of both meanings are followed by a restatement of the meaning of RE.

EXAMPLES OF SCREEN OUTPUT

Underline the prefix

reopen

**Press the  key.
Press space bar
if done.**

In Activity 1 students underline the prefix using the  Key.

Next, they press the Space Bar if done. If correct, the program reinforces learning by defining the word. If incorrect, students are given a second chance.

If the second try is incorrect, the program gives the correct answer.

LESSON 2 RE

SAMPLE RUNS

CAN YOU
replace a dish?

yes

Right!
Yes, you can.

In Activity 2, students are presented with questions in the form of CAN YOU perform a certain task. Each question contains a word with the prefix RE. The student reads the sentence and decides whether or not the question is possible by answering YES or NO. (Students may type YES or NO or Y or N.)

If students answer incorrectly, the correct answer is given.

EXAMPLES OF SCREEN OUTPUT

LESSON 2: RE

| ACTI- VITY | NUMBER | RIGHT |
|---------------|--------|-------|
| ---- | ----- | ----- |
| 1 | 5 | 4 |
| 2 | 5 | 3 |
| | -- | -- |
| TOTALS | 10 | 7 |

Press **RETURN** to continue.

After the summary score is given, the program instructs students on the next task.

R E V I E W L E S S O N 3
D R A G O N F I R E

WORKING WITH THE PREFIXES UN AND RE _____

Specific Topic: Prefixes

 Type: Drill

Reading Level: Activity: 2.6 (Spache Test)
 Worksheet: 3.2

DESCRIPTION...

LESSON 3 reviews the meanings of UN and RE through the use of a story in which the students "bring back the dragon."

OBJECTIVES...

1. to know that the prefix UN means "not" or "the opposite of," and that the prefix RE means "back" or "again."
2. to distinguish between the prefixes UN and RE by making words that will complete sentences.
3. to demonstrate knowledge of prefixes (Reading SELOs Domain 1, Objective C).

R E V I E W L E S S O N 3
D R A G O N F I R E

BACKGROUND INFORMATION...

Below are sentences which are used in random order in lesson 3.

Lesson 3 - Review of UN and RE

The **unfed** dragon was sad.

He will **recross** the river.

This story was **retold** many times.

Who will **rename** the dragon?

The prince will **return**.

The princess will **untie** the rope to set herself free.

She was the **unhappy** dragon.

We can **retell** the story.

He will **recall** this story.

The old woman will **refill** the water glass.

The princess was **unfair**.

The princess was **unhappy**.

The prince will **rename** the castle.

Her ideas were **unlike** those of any other princess.

The prince was **unlike** other men.

REVIEW LESSON 3

HELP THE DRAGON

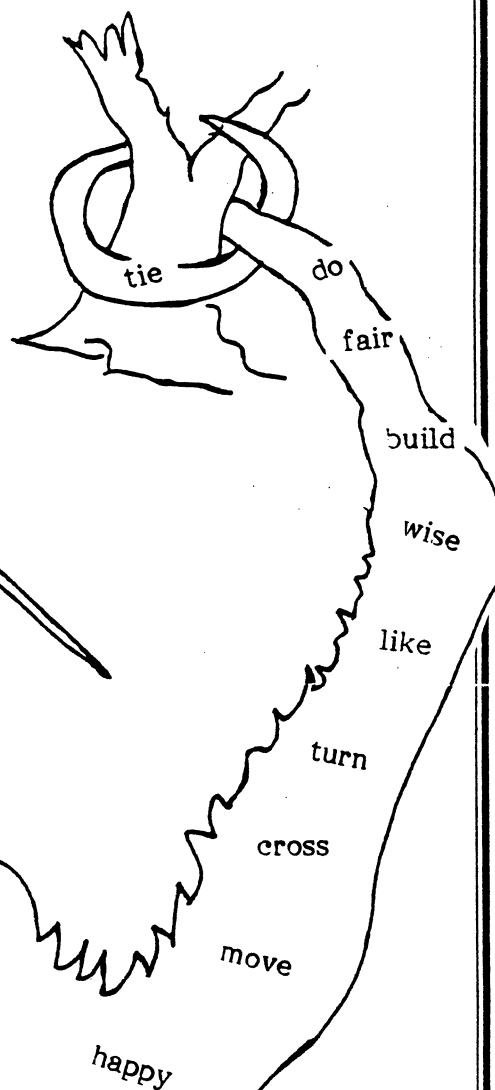
"Unhappy? I'm not un _____,"
 said the Dragon. "I just want to
 un _____ my tail. Whenever I cross
 that swamp, and then re _____ to
 re _____ to this side, my tail gets
 caught around that stump."

Find the word on the tail that
 goes with the prefix in the
 story, and fill in the blanks.

(Use each word once)

"How un _____," said the
 Wizard. "I will re _____ your tail.
 Let's see, I will need glue, a rubber
 tire..."

"Wait a minute," said the Dragon. "It
 is un _____ and would be un _____ me,
 if you re _____ my tail. Just help me
 re _____ the stump."



REVIEW LESSON 3

ANSWER KEY

HELP THE DRAGON

"Unhappy? I'm not unhappy," said the Dragon. "I just want to untie my tail. Whenever I cross that swamp, and then recross to return to this side, my tail gets caught around that stump."

"How unfair," said the Wizard. "I will rebuild your tail. Let's see, I will need glue, a rubber tire..."

"Wait a minute," said the Dragon. "It would be unwise and unlike me, if you were to redo my tail. Just help me remove the stump."

REVIEW LESSON 3
DRAGON FIRE

SAMPLE RUNS

Dragon Fire

Once upon a time in
the land of MECC,
lived a dragon. The
king ordered the
dragon away. The
dragon was unhappy.
He wanted to return.

In the Review Lesson, students try to make the Dragon "return" by answering problems correctly. For each correct answer, more of the Dragon will appear on the screen.

EXAMPLES OF SCREEN OUTPUT

Add un or re.
____ tie

To set herself free,
the princess will
____ tie the rope.

In the Review Lesson, students type in the prefix to complete the word correctly within the sentence.

Students type either UN or RE and press the Return Key. If the prefix is correct, the Dragon emerges one step further onto the screen. If the prefix is incorrect, students continue to the next problem without seeing the Dragon.

REVIEW LESSON 3 DRAGON FIRE

SAMPLE RUNS

re means
back



Students must answer 11 out of 15 problems correctly to see the entire dragon. If students do not answer 11 problems correctly they are told to "Try again to see the Dragon return."

EXAMPLES OF SCREEN OUTPUT

DRAGON FIRE

| ACTI- VITY | NUMBER | RIGHT |
|---------------|--------|-------|
| ---- | ----- | ----- |
| 1 | 11 | 10 |
| | -- | -- |
| TOTALS | 11 | 10 |

Press **RETURN** to continue.

At the end of the drill, students receive a score to copy on their score-sheets.

WORKING WITH THE PREFIX DIS

Specific Topic: Prefixes

 Type: Tutorial

Reading Level: Tutorial: 3.7 (Spache Test)

 Activities: 3.2

 Worksheet: 3.1

DESCRIPTION...

LESSON 4 presents the meaning of DIS as "not" or "the opposite of" and produces two drills to reinforce the concept of DIS.

OBJECTIVES...

1. to know that the prefix DIS means "not" or "the opposite of."
2. to distinguish the prefix from the root word.
3. to comprehend the meaning of a word with the prefix DIS by demonstrating its use in sentences.
4. to demonstrate knowledge of prefixes (Reading SELOs Domain 1, Objective C).

LESSON 4 DIS

BACKGROUND INFORMATION...

Below are lists of words and sentences used in the computer program drills. These may be used to determine whether the drill is applicable for a particular class.

Lesson 4 - Activity 1, Prefix DIS

disagree
dismount
disobey
disappear

displease
displace
dislike
dishonest

disapprove
disconnect
disloyal

Lesson 4 - Activity 2, Prefix DIS

The man was **displeased**.

Do not **disobey** traffic lights.

I **disagree** with you.

Let us **discontinue** the work.

He was **disloyal** to his school.

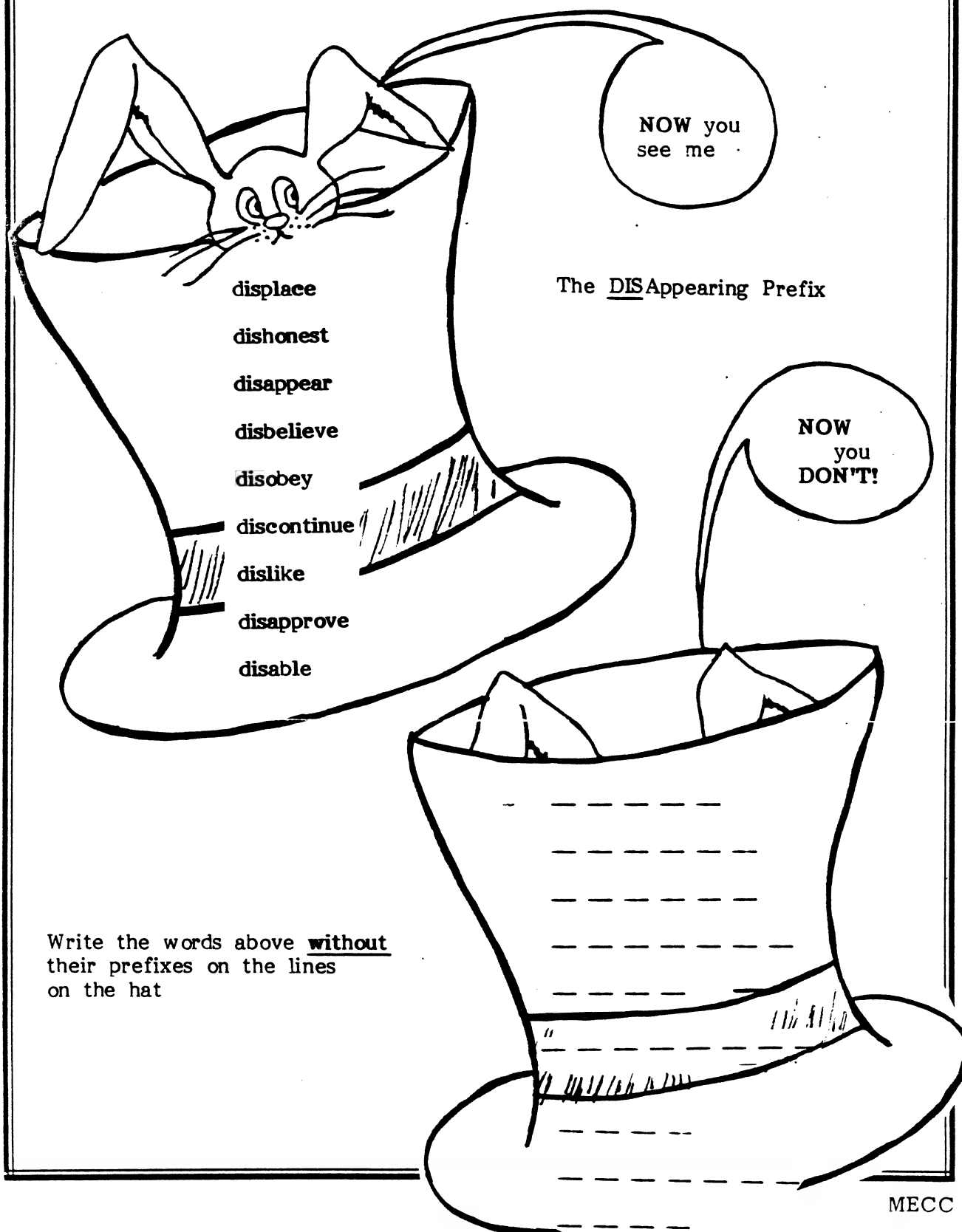
The magician made the rabbit **disappear**.

The class **disapproved** of Mary's idea.

The salesperson was **dishonest**.

Why did the cat **distrust** the children?

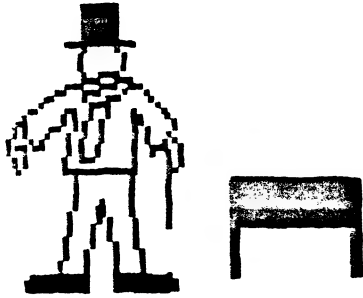
Dogs **dislike** loud noise.

LESSON 4 DIS

LESSON 4 DIS

SAMPLE RUNS

The magician made
the rabbit
disappear.



Press **RETURN** to continue.

After defining the term "prefix," the computer tells students that DIS means "not" or "the opposite of" and gives examples for both meanings. Students identify the prefix by typing the prefix in "disappear." A graphic of the word "disappear" is followed by a restatement of the meanings of DIS.

EXAMPLES OF SCREEN OUTPUT

Type the root word

disobey

PREFIX

ROOT

dis
GOOD.

obey
GOOD.

In Activity 1 students type the prefix of a given word. If correct, they type the root word. If they do not identify the prefix, they are given a second chance. If incorrect again, they are given the answer and asked to identify the root word.

A score of 1 point is given for a correct root word and 1 point for a correct prefix.

LESSON 4 DIS

SAMPLE RUNS

Choose the best
Meaning.
I disagree with
you.

A believe
B differ

Activity 2 presents a sentence containing a word with the prefix DIS. Two meanings of the word will be given.

Students choose the meaning that best describes the use of that word in the sentence. If incorrect, the program gives the correct answer.

EXAMPLES OF SCREEN OUTPUT

LESSON 4: DIS

| ACTI- VITY | NUMBER | RIGHT |
|---------------|--------|-------|
| ---- | ----- | ----- |
| 1 | 10 | 9 |
| 2 | 5 | 2 |
| | -- | -- |
| TOTALS | 15 | 11 |

Press **RETURN** to continue.

After the summary score is given the program instructs students on the next task.

LESSON 5 PRE

WORKING WITH THE PREFIX PRE

Specific Topic: Prefixes

Type: Tutorial

Reading Level: Tutorial: 4.0 (Spache Test)
Activities: 3.9
Worksheet: 4.0

DESCRIPTION...

LESSON 5 presents the meaning of PRE as "to happen before some other event" and then drills students on words using PRE.

OBJECTIVES...

1. to know that the prefix PRE means "to happen before some other event"
2. to distinguish the prefix PRE from the root word
3. to comprehend the meaning of a word with the prefix PRE by demonstrating its use in sentences
4. to demonstrate knowledge of prefixes (Reading SELOs domain 1, objective C)

BACKGROUND INFORMATION...

Below are lists of words and sentences used in the computer program drills. These may be used to determine whether the drill is applicable for a particular class.

Lesson 5 - Activity 1, Prefix PRE

| | | |
|-----------|------------|----------|
| pregame | prearrange | prejudge |
| prepay | repaint | presoak |
| preteen | preview | preheat |
| premature | pretest | precook |
| preset | | |

Lesson 5 - Activity 2, Prefix PRE

Precook the food in the oven.

Please **preheat** the oven.

Presoak your dirty socks before washing.

Mary took a reading **pretest**.

Teachers should **preview** films.

Preteen students pay less at movies.

Joe **prepaid** the bill.

They saw the **pregame** show.

Their car was from **prewar** days.

Dinosaurs are **prehistoric** animals.

I will **prearrange** the meeting.

Children under five are at a **preschool** age.

LESSON 5 PRETHE PREGAME

Score a touchdown (6 points), an extra point (1) and a safety (2 points) by moving the football on the left to the right place on the field.

TOUCHDOWN!

precooked

preheat

preview

prehistoric

pretest

preschool

SAFETY EXTRA POINT

prearranged

prepay

presoak

Mother will _____ the oven and bake the cake.

A dinosaur is a _____ animal.

Our teacher gave us a _____.

Tom saw a _____ of the movie on T.V.

_____ comes before kindergarten.

The children's trip to the circus was _____.

If you _____ the cost, you will not get a bill.

Some _____ hams must be baked before you eat them.

_____ your dirty socks before you wash them.

LESSON 5 P R E

SAMPLE RUNS

**Pregame drills are
done:**

- A. before the game**
- B. during the game**
- C. after the game**

Enter A,B,or C

After defining the term "prefix," the computer tells students that PRE means "to happen before some other event" and gives an example of PRE as in "pretest" and a question on the meaning of the word "pregame." A graphic of PRE with drills using the word "pregame" are followed by a restatement of the meaning of PRE.

EXAMPLES OF SCREEN OUTPUT

**Add pre to a word
to fill in the blank**

**To test before
means _____.**

In Activity 1 students must add the prefix PRE to a word to understand the meaning.

They fill in the blanks by typing the root word with the prefix. If incorrect after two tries, the computer gives the answer.

LESSON 5 PRE

SAMPLE RUNS

Add pre to a word
 paid teen
 war soak
 historic game

Dinosaurs are
 prehistoric
 animals.
 That's right!

Activity 2 presents six words. Students add the prefix PRE to one of those words and type it in the sentence. Five sentences are displayed with six word choices. Students choose the word that fits best.

Correct answers are crossed off the list of six words. Students are given two chances to answer each sentence correctly.

EXAMPLES OF SCREEN OUTPUT

LESSON 5: PRE

| ACTI- VITY | NUMBER | RIGHT |
|---------------|--------|-------|
| ---- | ----- | ----- |
| 1 | 5 | 5 |
| 2 | 5 | 3 |
| | -- | -- |
| TOTALS | 10 | 8 |

Press **RETURN** to continue.

At the end of the drill students receive a score to copy on their score-sheets.

LESSON 6 IN

WORKING WITH THE PREFIX IN

Specific Topic: Prefixes
Type: Tutorial
Reading Level: Tutorial: 2.9 (Spache Test)
Activities: 3.1
Worksheet: 3.9

DESCRIPTION...

LESSON 6 presents the meaning of IN as "not" or "within" and drills students.

OBJECTIVES...

1. to know the prefix IN means "not" or "within"
2. to distinguish the prefix IN from the root word
3. to comprehend the meaning of a word with the prefix IN by demonstrating its use in sentences
4. to demonstrate knowledge of prefixes (Reading SELOs domain 1, objective C)

LESSON 6 IN

BACKGROUND INFORMATION...

Below are lists of words and sentences used in the computer program drills. These may be used to determine whether the drill is applicable for a particular class.

Lesson 6 - Activity 1, Prefix IN

| | | |
|------------|-----------|------------|
| incapable | inactive | indefinite |
| informal | invisible | incorrect |
| incomplete | indirect | indoors |
| inbounds | infield | insecure |

Lesson 6 - Activity 2, Prefix IN

A person who runs is **active**.

A cow is **incapable** of flying to the moon.

Blue jeans are **informal** clothing.

Stars are **invisible** during the day.

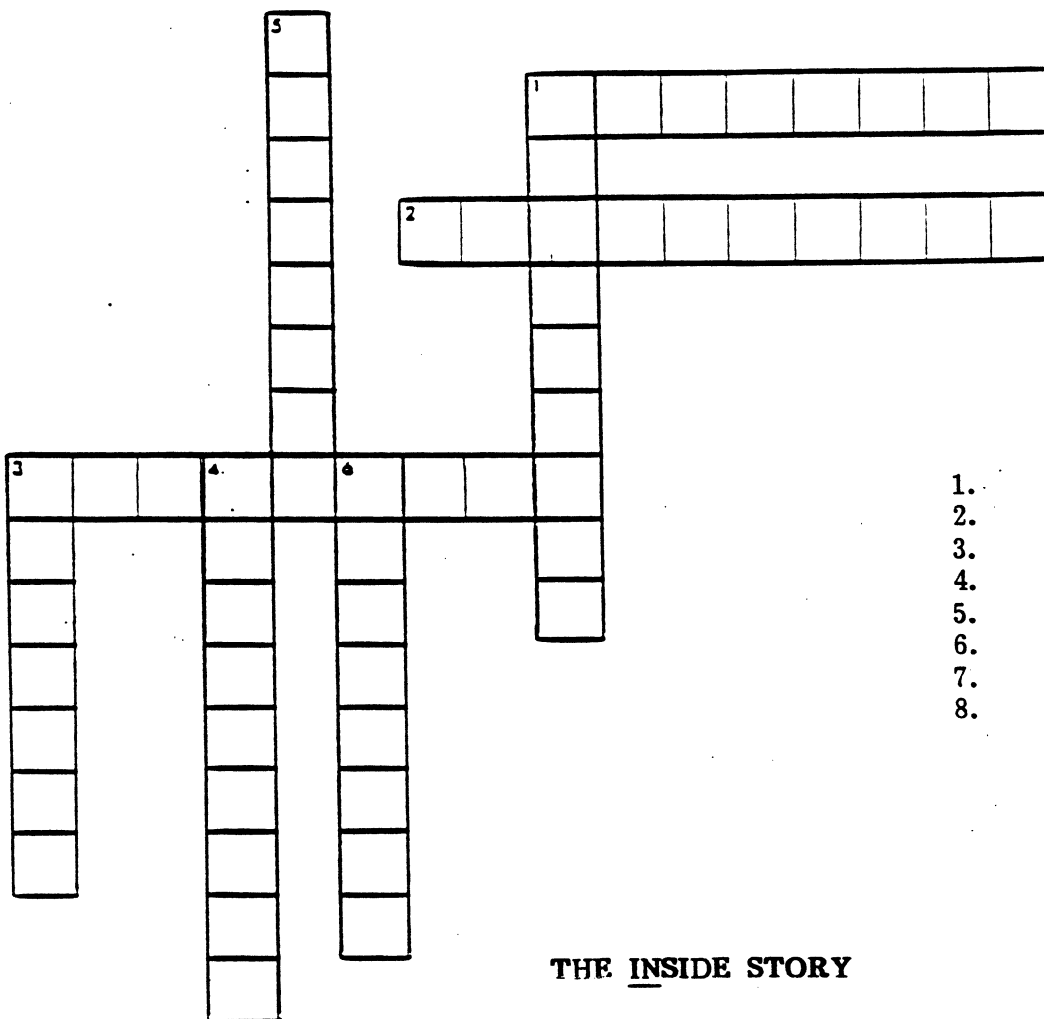
The quickest route is the **direct** route.

In the winter we eat **inside** the house.

The teacher was angry because the word was **incomplete**.

The pitcher plays **infield** in baseball.

Being **insecure** made him shake.

LESSON 6 IN

1. Incorrect
2. Informal
3. Invisible
4. Indirect
5. Incapable
6. Inbounds
7. Incomplete
8. Indoors

THE INSIDE STORY

Clues

Across

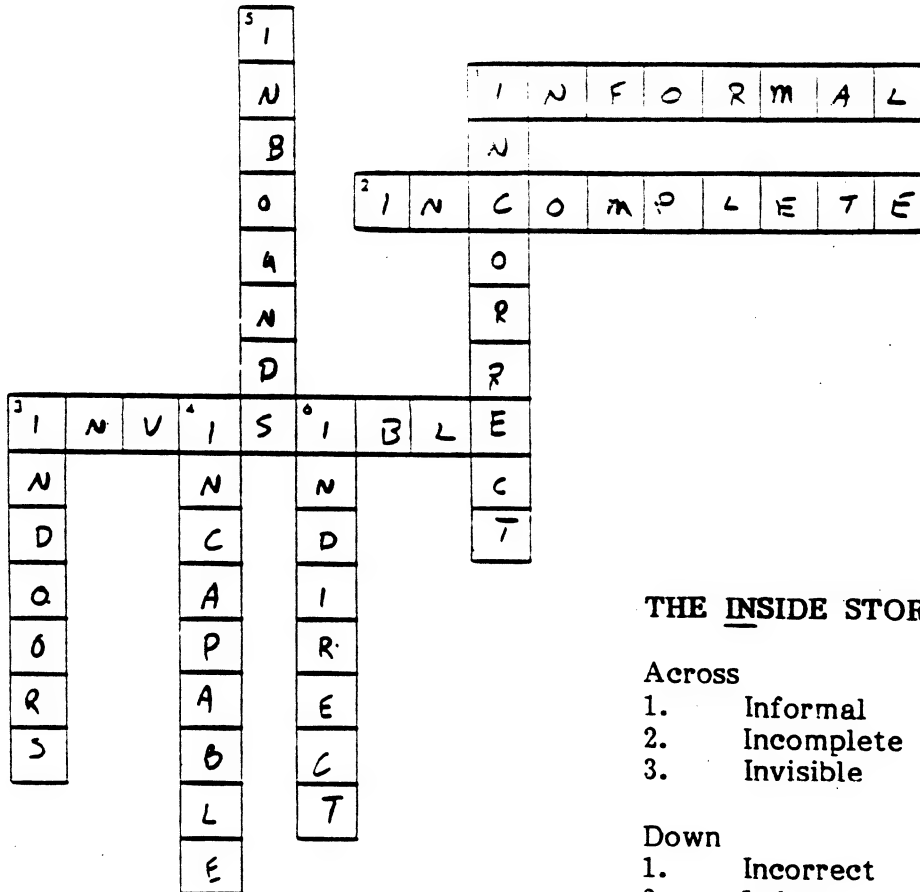
1. Blue jeans are more _____ than skirts and slacks.
2. The puzzle is _____ because the puppy ate a piece.
3. Poor Casper wanted to be _____ like other ghosts!

Down

1. If your first answer is _____, try again!
3. Mary and Tony played _____ while it was raining.
4. The little boy was _____ of tying his shoes.
5. The volleyball hit the net and stayed _____.
6. Peter was late because he took an _____ route.

LESSON 6 IN

ANSWER KEY

THE INSIDE STORY

Across

1. Informal
2. Incomplete
3. Invisible

Down

1. Incorrect
3. Indoors
4. Incapable
5. Inbounds
6. Indirect

LESSON 6 IN

SAMPLE RUNS

**An inactive person
would:**

**A. run
B. rest
Enter A or B B**


**Yes, inactive
means not active.**


After defining the term "prefix," the program tells students that IN means "not" or "within" and gives examples of both meanings. A question on the word "inactive" is presented followed by a restatement of the meaning of IN.

EXAMPLES OF SCREEN OUTPUT

Underline the prefix

incorrect

**Press the  key.
Press space bar
if done.**

In Activity 1 students underline the prefix using the  Key.

Next, they press the Space Bar if done. If they identify the prefix, the program reinforces learning by defining the word. If students answer incorrectly, they are given a second chance.

If the second answer is incorrect, the program gives the correct answer and the meaning of the word.

LESSON 6 IN

SAMPLE RUNS

**Enter A or B to
finish the sentence**

**A man who runs
is _____.**

**A active
B inactive**

Activity 2 presents a sentence with two possible answers. Students answer by typing "A" or "B" and press the Return Key. Positive reinforcement is used if the answer is correct.

If students answer incorrectly, the program gives the correct response.

EXAMPLES OF SCREEN OUTPUT

LESSON 6: IN

| ACTI- VITY | NUMBER | RIGHT |
|-----------------------|---------------|--------------|
| --- | ----- | ----- |
| 1 | 5 | 5 |
| 2 | 5 | 3 |
| | -- | -- |
| TOTALS | 10 | 8 |

Press **RETURN** to continue.

A summary score is given at the end of the program.

R E V I E W L E S S O N 7
C H I P 6 5 0 2

WORKING WITH THE PREFIXES UN, RE, DIS, PRE, AND IN _____

Specific Topic: Prefixes

 Type: Drill

Reading Level: Activity: 3.7 (Spache Test)
 Worksheet: 3.6

DESCRIPTION...

LESSON 7 reviews the meanings of UN, RE, DIS, PRE, and IN through the use of graphics and a story about a robot named CHIP 6502.

OBJECTIVES...

1. to know the meanings of the prefixes UN, RE, DIS, PRE and IN
2. to distinguish between the prefixes UN, RE, DIS, PRE and IN by making words that complete sentences
3. to demonstrate knowledge of prefixes (Reading SELOs domain 1, objective T)

REVIEW LESSON 7
CHIP 6502

BACKGROUND INFORMATION...

Below are sentences used in the computer program drills for Review Lesson 7.

Lesson 7 - Review

The space ship **returned** to earth safely.

Chip was **unhappy** when he fell.

The rocket ship **disappeared** out of sight.

Chip said the trip might be **unsafe**.

It would be **unwise** to attack the enemy ship.

We will **relocate** the city on Mars.

We will **rebuild** Chip when it breaks down.

Chip's arm was **replaced** when it fell off.

The captain **retold** the story.

When worn down, the laser must be **recharged**.

Space ships must slow down before **reentry**.

Before entering school, robots must take a **pretest**.

The ship's crew must **refill** the fuel tank after the flight.

Chip led the team in **pregame** drills.

We will **discontinue** all trips to Mars.

Chip **disagreed** with the captain.

The **dishonest** officer robbed the ship.

Chip **distrusts** other robots.

Chip will be **displeased** with you if you get this wrong.

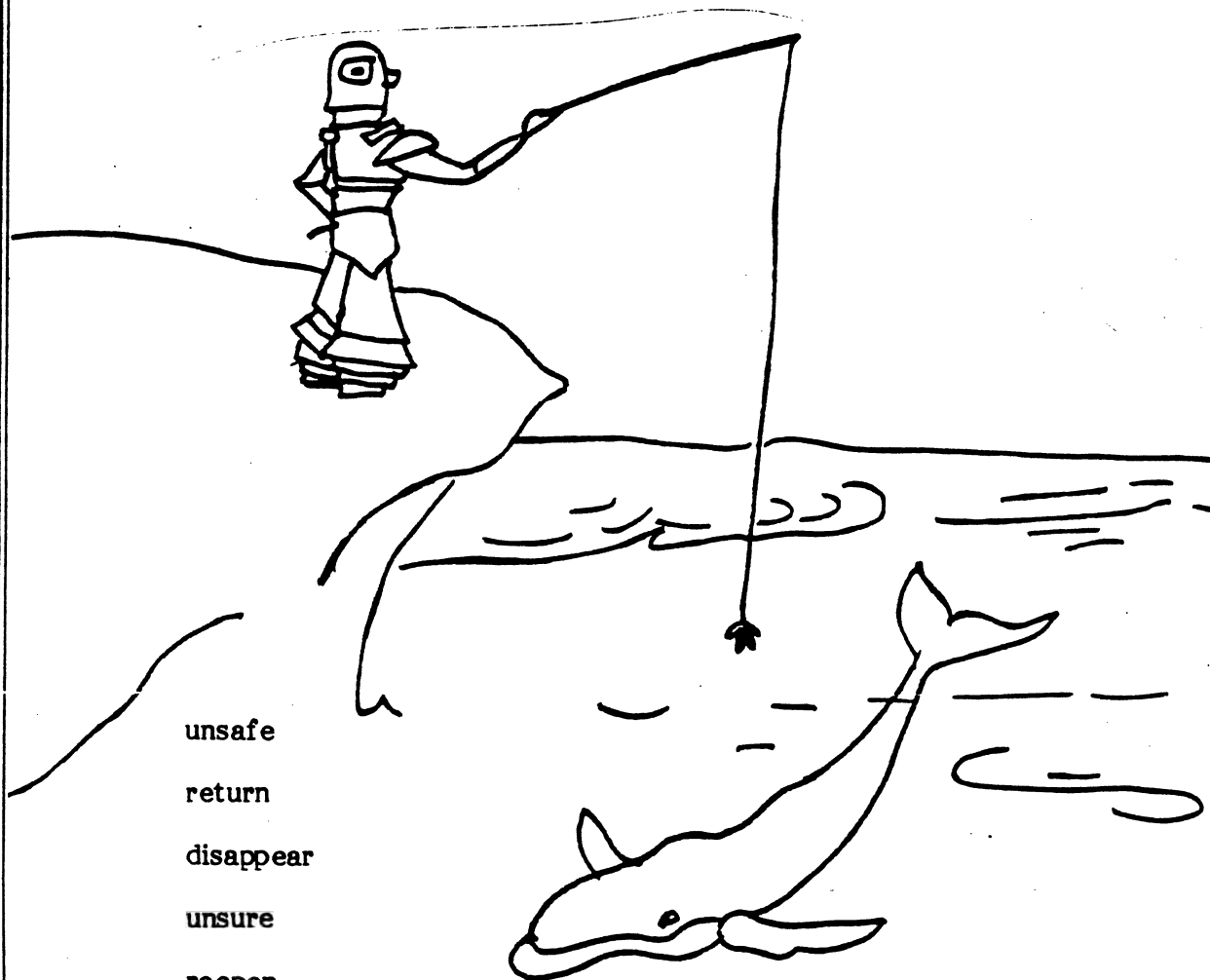
Chip was **incorrect** about the flight.

The planet was **invisible** during the day.

REVIEW LESSON 7
CHIP 6502

Out of Space With CHIP 6502

Use as many words as you can from the list below to write an adventure story about the robot named Chip 6502.



unsafe
return
disappear
unsure
reopen
dislike
preview
inactive
unpack

refill
disagree
prehistoric
invisible

preheat
replace
distrust
indefinite

REVIEW LESSON 7
CHIP 6502

SAMPLE RUNS

Chip 6502

Long, long ago in a
galaxy far beyond
the Milky Way,
lived a robot
called Chip 6502.

Students build a robot
called CHIP 6502 by
answering problems cor-
rectly.

EXAMPLES OF SCREEN OUTPUT

Add pre, re, dis, un, in
_____ fill

The ship's crew must
_____ fill the fuel
tank after flight.

Press **RETURN** to continue.

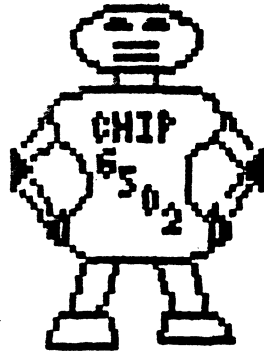
The Review Lesson gives
words and five prefixes
from which to choose.
Students select the
correct prefix to make a
correct sentence.

For each problem
answered correctly, a
part of the robot Chip
6502 appears on the
screen. If incorrect,
students go on to the
next problem without
seeing the robot.

REVIEW LESSON 7
CHIP 6502

SAMPLE RUNS

Build Chip by making
a word using the
right prefix.



Students must answer 11
out of 15 problems
correctly for the robot
to play a little tune.

If they do not get 11
problems correct, they
are told to try again to
build Chip 6502. Be sure
sound is turned on.

EXAMPLES OF SCREEN OUTPUT

CHIP 6502

| ACTI- VITY --- | NUMBER ----- | RIGHT ----- |
|----------------------|-----------------|----------------|
| 1 | 11 | 10 |
| | -- | -- |
| TOTALS | 11 | 10 |

Press **RETURN** to continue.

At the end of the drill
students receive a score
to copy on their score-
sheet.

APPENDICES

GETTING TO KNOW YOUR ATARI COMPUTER

Equipment

ATARI COMPUTER CONSOLE: The computer and keyboard.

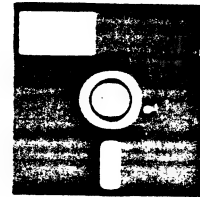
BASIC LANGUAGE CARTRIDGE: A cartridge (containing the BASIC computer language) that is inserted into the console above the keyboard.



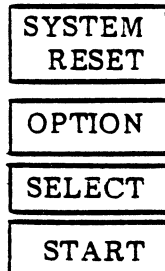
TELEVISION: A television set used to display information.

DISK DRIVE: A unit that holds and reads the diskette.

DISKETTE: A 5¼ inch "record" that contains a series of computer programs.



ATARI Computer Keyboard



The ATARI Computer keyboard looks much like the keyboard of a typewriter. Some special keys are noted below:



RETURN Key—When you are finished typing either a response to a question or a line in a program, you send the information to the computer by pressing the **RETURN** key.



BACK S (Backspace) Key—Each time you press the **BACK S** key, the cursor backs up one space and erases each letter it passes over. This feature allows you to correct typographical errors easily.



BREAK Key—Press this key to stop the execution of a program. The program will remain in the computer memory and may be run again. If **BREAK** doesn't work to stop the program, try the **RESET** key.




RESET Key—Like the **BREAK** key, the **RESET** key stops program execution. It also clears the screen. To restart, type RUN"D:HELLO".



ESC (Escape) Key—While you are using MECC diskettes, press the **ESCAPE** key in response to a question to stop program execution. The computer will ask whether you wish to run the program again. If you do not, the computer will display the diskette menu, and you may choose another program.



SHIFT Key—Use the computer **SHIFT** key like that of a typewriter. If a key displays two characters, you may hold down the **SHIFT** key while typing to print the upper character. For example, holding down the **SHIFT** key and typing  will print !.



CAPS/LOWR (Capitals/Lower case) Key—When you press this key, the computer begins typing in lower-case letters. To capitalize individual letters, you must hold down the **SHIFT** key as with a typewriter. To switch back to all capitals, hold down the **SHIFT** key, and press the **CAPS/LOWR** key again.



CTRL (Control) Key—Hold down the **CONTROL** key while pressing another key if indicated by the computer instructions.

Keys That Can Cause Confusion



0 (Zero)—The zero is on the top row of keys. Do not use the letter O interchangeably with this number key.



1 (One)—The number one is on the top row of keys. Do not use it interchangeably with a lower-case L (l).

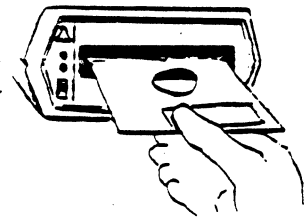
USING A MECC DISKETTE

Using the Computer

1. Make certain that the ATARI Computer, BASIC language cartridge, disk drive and television are plugged in and connected to each other properly. (See the ATARI Computer New User's Guide by MECC for detailed instructions.)
2. Turn on the television.
3. Turn on the disk drive. The PWR ON and BUSY lights will come on. After about 10 seconds the BUSY light will go off, and the whirling sound will stop.

Turn on the disk drive before you turn on the computer.

4. Press the rectangular release button below the disk drive to open the door. Insert a diskette into the disk drive, exposed oval part first, with the diskette label up. Diskettes are sensitive to dust, heat, cold and magnetic fields, so handle them with care. (See the User's Guide for information on diskette care.)
5. Close the door on the disk drive.
6. Turn on the ATARI Computer. The power switch is located on the right side near the power cord. The disk BUSY light will turn on, and you will hear a whirling sound from the disk drive.



If the disk BUSY light does not go off in about 10 seconds, turn the computer off, and make sure that the diskette is placed correctly in the disk drive. Then turn the computer on.

If no display appears on your television screen at this point, and the television is set at channel 2 or 3, the computer may be set for the wrong channel. The channel select switch is on the back of the ATARI 400 Computer. Switch it to the opposite position.

7. A MECC logo will appear on the screen with the diskette name. Then a "menu" will appear. The menu gives a list of programs on the diskette. To run a program, type the number shown in front of the program name, then press the **RETURN** key. To access any available teacher options on the diskette, hold down the **CTRL** key and type A.
8. Follow the directions given in the program. Remember to press the **RETURN** key after each answer.
9. To return to the menu while running a program, press the **ESC** (Escape) key in response to any question.

The screen will then ask whether the current program is to be run again or not. If not, the menu is automatically displayed.

10. To use a different diskette, select the END option from the menu, and follow the directions on the screen.

Turning Off The Computer

1. Take the diskette out of the disk drive, and store it in its protective envelope.
2. Turn off the ATARI Computer, the disk drive and the television.

DEFINITIONS OF TERMS

BACKGROUND INFORMATION—The information that explains or enriches program content or provides technical information on the program.

COURSEWARE—A collection of computer programs together with accompanying support materials.

DOCUMENTATION—The written material for the teacher to use with the computer program (also called a support booklet or support materials).

DRILL AND PRACTICE—A computer program that provides repetitive practice on a skill or a set of facts.

EDUCATIONAL GAME—A computer program that presents an instructional purpose in a game format.

GRADE LEVEL—The range of grades for which the program was designed.

HANDOUTS—The pages of the support booklet that may be duplicated for student or teacher use.

MODULE—The package containing the computer program(s) and the support booklet.

OBJECTIVES—The results to be achieved by using the program and support materials.

PROBLEM SOLVING—A computer program that processes data for a problem defined by the student.

PROGRAM—The routines and operations that instruct the computer.

READING LEVEL—The readability of the text that appears on the computer screen.

SAMPLE RUNS—The pages of the support booklet that show examples of computer screen output and accompanying explanations to outline the program flow.

SELO—Some Essential Learner Outcomes prepared by the Minnesota State Department of Education. When applicable these are included with the objectives in MECC support booklets.

SIMULATION—A computer program that approximates a real-world environment for examination.

SUPPORT BOOKLET—The written material (also called documentation) that provides the information a teacher may need to use the program in a classroom.

TEACHER AID—A computer program designed to assist a teacher with classroom management tasks.

TUTORIAL—A computer program that provides new information to teach a concept and may include drill and practice.

CREDITS

PREFIXES

The MECC PREFIX diskette and support materials was developed by Bob Jamison and Marge Kosel of the MECC staff and Shirley Birr of the St. Cloud State University Laboratory school, St. Cloud, Minnesota. Programming of the diskette was done by Brain Walker and Todd Bailey. Artwork was done by Shirley Keran. This document was edited and produced by the MECC Instructional Services staff.

The Prefixes module is a conversion for the ATARI Computer of MECC materials designed for other computing systems. Support material was prepared by Doris Bower, MECC. This module is a product of MECC Instructional Services.

PREFIX DISTRIBUTION CHART 1

Chart 1 shows the number of times a particular prefix to be taught occurs within the textbooks examined and the lowest and highest grade levels in which it is found.

(Data gathered in July of 1979)

| Prefix | # of Publishers | # of times taught | Lowest grade level | Highest grade level |
|---------|-----------------|-------------------|--------------------|---------------------|
| a | 4 | 6 | 2nd | 6th |
| ab | 1 | 1 | 6th | 6th |
| ad | 1 | 1 | 6th | 6th |
| ante | 1 | 1 | 6th | 6th |
| anti | 2 | 2 | 6th | 7th |
| at | 1 | 1 | 5th | 5th |
| be | 2 | 3 | 3rd | 6th |
| bi | 3 | 4 | 4th | 6th |
| circum | 2 | 2 | 6th | 6th |
| com | 3 | 4 | 5th | 5th |
| con | 3 | 4 | 5th | 5th |
| counter | 2 | 2 | 6th | 7th |
| de | 3 | 4 | 3rd | 5th |
| dis | 7 | 20 | 3rd | 5th |
| e | 1 | 1 | 6th | 6th |
| em | 3 | 3 | 6th | 6th |
| en | 4 | 10 | 2nd | 5th |
| el | 1 | 1 | 6th | 6th |
| es | 1 | 1 | 6th | 6th |
| ex | 3 | 5 | 5th | 6th |
| extra | 2 | 2 | 6th | 6th |
| fore | 4 | 5 | 4th | 6th |
| il | 1 | 2 | 6th | 5th |
| im & in | 5 | 12 | 3rd | 5th |
| inter | 4 | 7 | 5th | 6th |
| ir | 2 | 3 | 6th | 6th |
| mis | 5 | 8 | 3rd | 6th |
| mid | 1 | 3 | 4th | |
| non | 4 | 7 | 3rd | 5th |
| ob | 1 | 1 | 6th | 6th |
| out | 2 | 4 | 5th | 5th |
| over | 3 | 6 | 4th | 6th |

Chart 1 continued.

| Prefix | # of Publishers | # of times taught | Lowest grade level | Highest grade level |
|--------|-----------------|-------------------|--------------------|---------------------|
| pent | 2 | 2 | 6th | 7th |
| pre | 7 | 16 | 3rd | 5th |
| post | 2 | 2 | 5th | 6th |
| pro | 4 | 6 | 5th | |
| per | 1 | 1 | 6th | 6th |
| quad | 2 | 2 | 6th | 7th |
| re | 7 | 24 | 2nd | 5th |
| sub | 4 | 7 | 2nd | 6th |
| super | 5 | 6 | 3rd | 6th |
| trans | 4 | 5 | 5th | 6th |
| tele | 2 | 2 | 2nd | 3rd |
| tri | 3 | 3 | 6th | 7th |
| un | 7 | 25 | 2nd | 3rd |
| uni | 2 | 2 | 4th | 6th |
| under | 4 | 5 | 3rd | 6th |
| ultra | 1 | 1 | 6th | 6th |

PREFIX DISTRIBUTION CHART 2

Chart 2 shows the grade levels at which a particular prefix to be taught is found in the textbooks examined.

(Data gathered in July of 1979)

| GRADE | 1979 | | | | | 1978 | | 1979 | | 1st Edition (Bookmark Program) Harper Row |
|-------|----------------------------------|------------------------------------|--|---|---|---------------------------------|----------------------|------------------------|---------------------------------|--|
| | 1st Edition Scott Foresman | 2nd Edition Houghton Mifflin | 2nd Edition Ginn | 2nd Edition Holt | 1st Edition Laudlaw | 1st Edition Allyn & Bacon | 1st Edition Bacon | 1st Edition Laudlaw | 1st Edition Allyn & Bacon | |
| 2nd | un | | | en, sub, tele, re, un | a, re, un | un | un | | | re, un |
| 3rd | pre, un re | un | a, be, de, pre, re, un, under | dis, in(im), non, un, re, mis, | a, un, dis, re | un, dis, super, tele | | | | dis, pre |
| 4th | dis, pre, re, un | fore, mis, pre, un, re | be, dis, en, in(im), non, re, un | dis, in(im), non, pre, super, un, re, uni | dis, im, over, under, un, en, mis | bi | | | | dis, fore im, in, mid, pre, re, un, sub |
| 5th | mis, out, over, under | a, de, dis, en, inter, non | at, com, con, ex, fore, pre, pro, sub, super, trans | com, con, de, en, ex, fore, re, it, im, in, dis, un, mis, non, pre, pro | a, com, con, im, over, pro, pre, re, un, ex, mis, in, dis, out | dis, in, pre, re, un, pro | | | | dis, et, im, in, inter, ir, mid, non, past, pre, sub, trans, un |

| GRADE | 1978 | | 1979 | | 1979 | | 1977 | | 1976 | | 1978 | | 1979 | |
|-------|---|----------|--|------------------|-------------|------|--|------|---|---------|--------------------------------|---------------|--|-------------------------------|
| | 1st Edition | Foresman | 2nd Edition | Houghton Mifflin | 2nd Edition | Ginn | 2nd Edition | Holt | 1st Edition | Laudlaw | 1st Edition | Allyn & Bacon | 1st Edition | (Bookmark Program) Harper Row |
| 6th | dis, mis, out, over, pre, re, un, under | | dis, en inter, mis, pre, re, un | | (missing) | | a, ab, ad, ante, anti, be, circum, com, con, counter, de, dis, e, em, en, es, ex, extra, it, im, in, inter, ir, non, ob, per, post, pre, pro, re, sub, super, trans, tri, un | | bi, inter, un, dis, em, mis, en, over, in, re | | uni, bi, tri, quad, trans, im, | | bi, dis, em, extra, fore, pent in, inter, mid, mis, over, re, sub, super, trans, ultra, un | |
| 7th | | | counter, fore, mis, re, un, pre | | | | | | | | | | | |
| 8th | | | anti, circum, dis, mono, post, pre, sub, super | | | | | | | | | | | |

Appendix E
Page 4
Chart 2 cont.

PREFIXES

TECHNICAL INFORMATION

UN

Main Program: UN
Binary Files: UN.FNT

RE

Main Program: RE
Chains to: REACT
Binary Files: UN.FNT

DRAGON FIRE

Main Program: DRAGFIRE
Binary Files: DRAGON.FNT

DIS

Main Program: DIS
Chains to: DISACT
Binary Files: DIS.FNT

PRE

Main Program: PRE
Chains to: PREACT
Binary Files: PRE.FNT

IN

Main Program: IN
Chains to: INACT
Binary Files: IN.FNT

CHIP 6502

Main Program: CHIP6502
Binary Files: CHIP.FNT

MECC INSTRUCTIONAL SERVICES ACTIVITIES

PURPOSE: The primary purpose of the Minnesota Educational Computing Consortium (MECC) is to assist users and educational member systems in coordinating and using computing resources through cooperative planning and decision making. MECC also provides current computing methods and materials.

SERVICES: All MECC activities in instructional computing are the responsibility of the Deputy Executive Director (Telephone: 612/638-0610). Direct any questions related to MECC policy, procedures, or regulations to this office. The MECC Instructional Services Division is organized as follows:

Instructional Systems Development—This group is responsible for the production, coordination, and refinement of MECC instructional computing courseware products, computer programs, and their related user support material. Direct any questions on operations within this area to the Manager, Instructional Systems Development (Telephone: 612/638-0613).

Technical Services—This group is responsible for operation and operating systems maintenance of the MECC Timeshare System (MTS), a 400+ port, all-purpose, multiple language computer, which serves all Minnesota public higher education institutions and 300 school districts. Technical Services also establishes and maintains the MTS telecommunications network. Direct any questions on operations within this area to the Manager, Technical Services (Telephone: 612/638-0636).

User Services—This group is responsible for timeshare and microcomputer user communications and training and the distribution of computing equipment and MECC courseware products. A staff of instructional computing coordinators is located throughout Minnesota to promote and facilitate computer usage. Direct all questions on operations in this area to the Manager, User Services (Telephone: 612/638-0612).

GENERAL INFORMATION: MECC provides the above information to assist individuals who wish to contact the MECC office with specific questions. Direct all written requests for information to the appropriate office at MECC, 2520 Broadway Drive, St. Paul, MN 55113. The following two items address many routine questions:

MECC Publications and Programs Price List

MECC distributes this free list upon request and suggests that you obtain it quarterly. Contact the MECC Publications Office (Telephone: 612/638-0627).

MECC USERS Newsletter

MECC distributes this free newsletter regularly during the school year to individuals on the mailing list. Contact the User Services Office (Telephone: 612/638-0608).

All requests for visits to MECC must be scheduled in advance by calling 612/638-0606.

Limited Warranty on Media and Hardware Accessories. We, Atari, Inc., guarantee to you, the original retail purchaser, that the medium on which the APX program is recorded and any hardware accessories sold by APX are free from defects for thirty days from the date of purchase. Any applicable implied warranties, including warranties of merchantability and fitness for a particular purpose, are also limited to thirty days from the date of purchase. Some states don't allow limitations on a warranty's period, so this limitation might not apply to you. If you discover such a defect within the thirty-day period, call APX for a Return Authorization Number, and then return the product along with proof of purchase date to APX. We will repair or replace the product at our option.

You void this warranty if the APX product: (1) has been misused or shows signs of excessive wear; (2) has been damaged by use with non-ATARI Home Computer products; or (3) has been serviced or modified by anyone other than an Authorized ATARI Computer Service Center. Incidental and consequential damages are not covered by this warranty or by any implied warranty. Some states don't allow exclusion of incidental or consequential damages, so this exclusion might not apply to you.

Disclaimer of Warranty and Liability on Computer Programs. Most APX programs have been written by people not employed by Atari, Inc. The programs we select for APX offer something of value that we want to make available to ATARI Home Computer owners. To offer these programs to the widest number of people economically, we don't put APX products through rigorous testing. Therefore, APX products are sold "as is," and we do not guarantee them in any way. In particular, we make no warranty, express or implied, including warranties of merchantability and fitness for a particular purpose. We are not liable for any losses or damages of any kind that result from use of an APX product.

**For the complete list of current
APX programs, ask your ATARI retailer
for the APX Product Catalog**

EVALUATION SHEET

Please comment on this manual and the accompanying diskette. MECC will carefully consider user suggestions and incorporate them into future documentation whenever practical.

COMMENTS ON COMPUTER PROGRAM

Diskette Name _____ Vol. No. _____ Version _____
Program Name _____

COMMENTS ON MANUAL

Title of Manual _____
Program Name _____
Page No. _____

From: Name _____
Institution _____
Address _____
ZIP _____

Please detach and mail to WECC.

STAPLE

STAPLE

FOLD

FOLD

First Class
Postage
Necessary

Minnesota Educational Computing Consortium
Manager, Instructional Systems Development
2520 Broadway Drive
St. Paul, Minnesota 55113

FOLD

FOLD

Review Form

We're interested in your experiences with APX programs and documentation, both favorable and unfavorable. Many of our authors are eager to improve their programs if they know what you want. And, of course, we want to know about any bugs that slipped by us, so that the author can fix them. We also want to know whether our

instructions are meeting your needs. You are our best source for suggesting improvements! Please help us by taking a moment to fill in this review sheet. Fold the sheet in thirds and seal it so that the address on the bottom of the back becomes the envelope front. Thank you for helping us!

1. Name and APX number of program.

2. If you have problems using the program, please describe them here.

3. What do you especially like about this program?

4. What do you think the program's weaknesses are?

5. How can the catalog description be more accurate or comprehensive?

6. On a scale of 1 to 10, 1 being "poor" and 10 being "excellent", please rate the following aspects of this program:

- _____ Easy to use
- _____ User-oriented (e.g., menus, prompts, clear language)
- _____ Enjoyable
- _____ Self-instructive
- _____ Useful (non-game programs)
- _____ Imaginative graphics and sound

7. Describe any technical errors you found in the user instructions (please give page numbers).

8. What did you especially like about the user instructions?

9. What revisions or additions would improve these instructions?

10. On a scale of 1 to 10, 1 representing "poor" and 10 representing "excellent", how would you rate the user instructions and why?

11. Other comments about the program or user instructions:

From

STAMP

ATARI Program Exchange
P.O. Box 3705
Santa Clara, CA 95055

[seal here]